



Clinical Therapies (MSc. Year 2) Writing for Publication

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Writing Centre Resources



- **One-to-One Peer Tutoring**
- **Writers' Groups**
- **Workshops & Seminars**
- **Online Resources**



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Workshop outline

- Achieving your goals
- The writing process
- Writing an abstract
- Structuring the research paper
 - Methodology
 - Discussion
- Writing clearly and concisely



Getting started

- The main findings of my study are...
 - Keep writing non-stop for 5 minutes.
 - Write in sentences.
 - Do not edit or censor your writing.
 - Private writing – no one will read it.

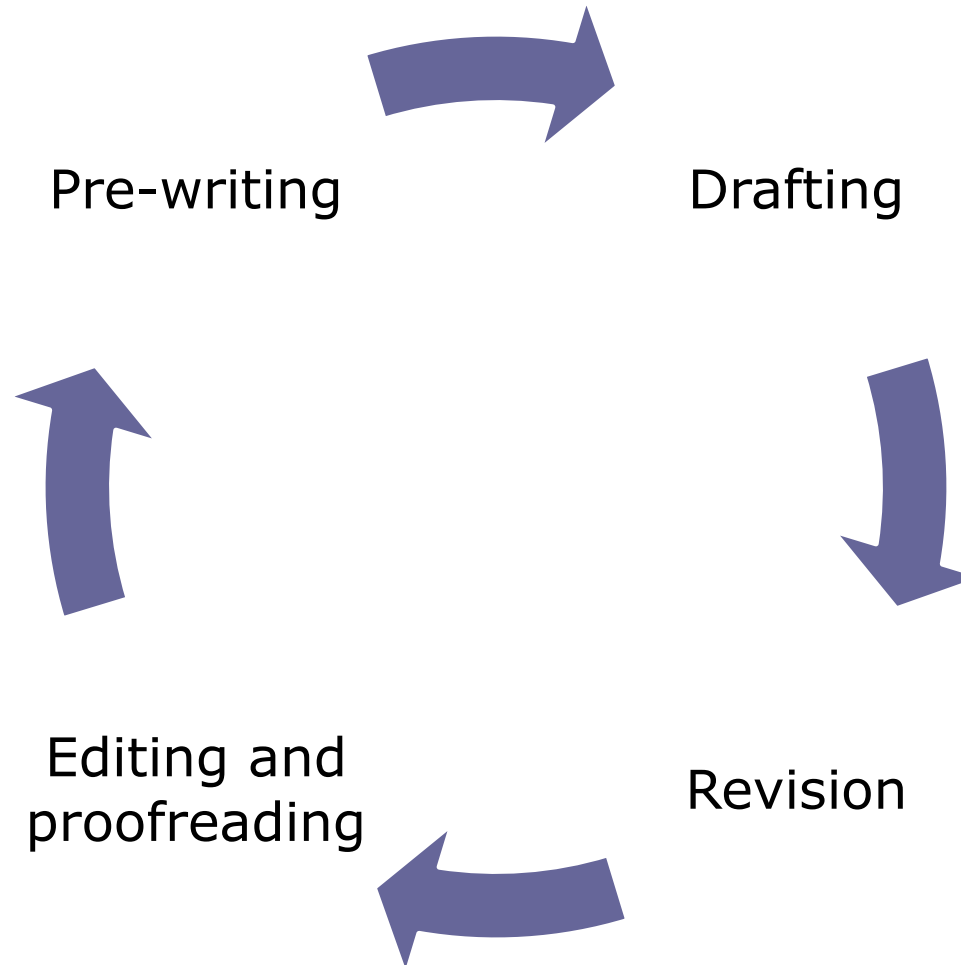


It is not too late

- Take stock of where you are now
- Outline your research project
- Make plans based on the time that is left
- Organise your time accordingly
- Get writing
- Keep writing
- Get a writing buddy (peer group)
- Allow time for revision and to put it all together
- Let family and friends know
- Be selfish with your time



The writing process





Writing an abstract

- Brown's 8 questions (Murray, 2005:108-114)
- Framework to help you draft an abstract
- Allows you to see the paper as a whole and focus on the main points of the argument
- Written at an early stage in the writing process, it helps you maintain the main focus as you write the paper.
- Revise it as you go.



Brown's 8 questions

1. Who are the intended readers? (3-5 names)
2. What did you do? (50 words)
3. Why did you do it? (50 words)
4. What happened? (50 words)
5. What do the results mean in theory? (50 words)
6. What do the results mean in practice? (50 words)
7. What is the key benefit for readers (25 words)
8. What remains unresolved? (no word limit)

(Murray, 2005: 111)



Writing an introduction: CARS Model

Creating A Research Space

- Establishing a territory
 - Claiming importance/interest/relevance
 - Reviewing items of previous research
- Establishing a niche
 - Counter-claiming
 - Identifying a gap
 - Question-raising
- Occupying the niche
 - Outlining purpose

[MORE](#) (Swales 1990: 141)

● ● ● | Writing a 'page 98 paper'

- My research question is ... (50 words)
- Researchers who have looked at this subject are ... (50 words)
- They argue that ... (25 words)
- Debate centres on the issue of ... (25 words)
- There is work to be done on ... (25 words)
- My research is closest to that of X in that ... (50 words)
- My contribution will be ... (50 words)

(Murray, 2006: 104)



Writing Issues - Global

- Lack of clarity or required detail
- 'Key assumptions' must be explained for the reader
- Paper elements align
- Poor organisation/sequencing of ideas - arguments are lost
- Presenting results - present them in the order of the planned analyses
- Including new information & results in the discussion
- Reminder - project marking rubric



Writing Issues - Local

- Using a reference to support a statement, which is not in fact, attributable to the author(s) who are cited.
 - E.g. 'we used a purposive sampling approach (Smith & Jones 1992), instead of 'we usedconsistent with Smith and Jones' (1992) recommendation.
- Tables/figures – not being used to their best advantage
- Incorrect tenses or changing tense inappropriately during a paragraph – e.g. from past (done) to future (will do) / subject-verb agreement errors
- Referring pronouns (he/she/this/which) – use clearly
- Proof reading - grammatical errors and spelling
- Abbreviations – explain on first use
- Referencing - <http://libguides.ul.ie/citeitright>



The manuscript

- Introduction
- Method
- Results
- Discussion
- Conclusions



Methodology & Research Design

Justification

- Why and how did you choose the targeted population/sample?
- Why did you choose the particular method?
- Is the methodology appropriate to your field of study?
- Is the methodology appropriate to the objectives of the study?



Methodology & Research Design

Justification

- Methods affect results
- Methods affect validity and reliability
- Methods affect conclusions



Results and discussion

- The results section must not only present the results; it must make the results meaningful for the reader.
- The discussion should not simply provide more detail about the results; it should interpret and explain the results.
- Methods of organising the results and discussion.



Results / Findings

Organising the results

- Readability
- Accessibility (graphs, tables)
- Use of appendices for raw data
- Making the results meaningful
 - Explanation
 - Simplification
 - Trends
 - Significant results
 - Relationships/correlations



Examples: Text analysis

- Does the discussion consider the aims of the study?
- Does the discussion add something to the results presented?
- How is the discussion structured?

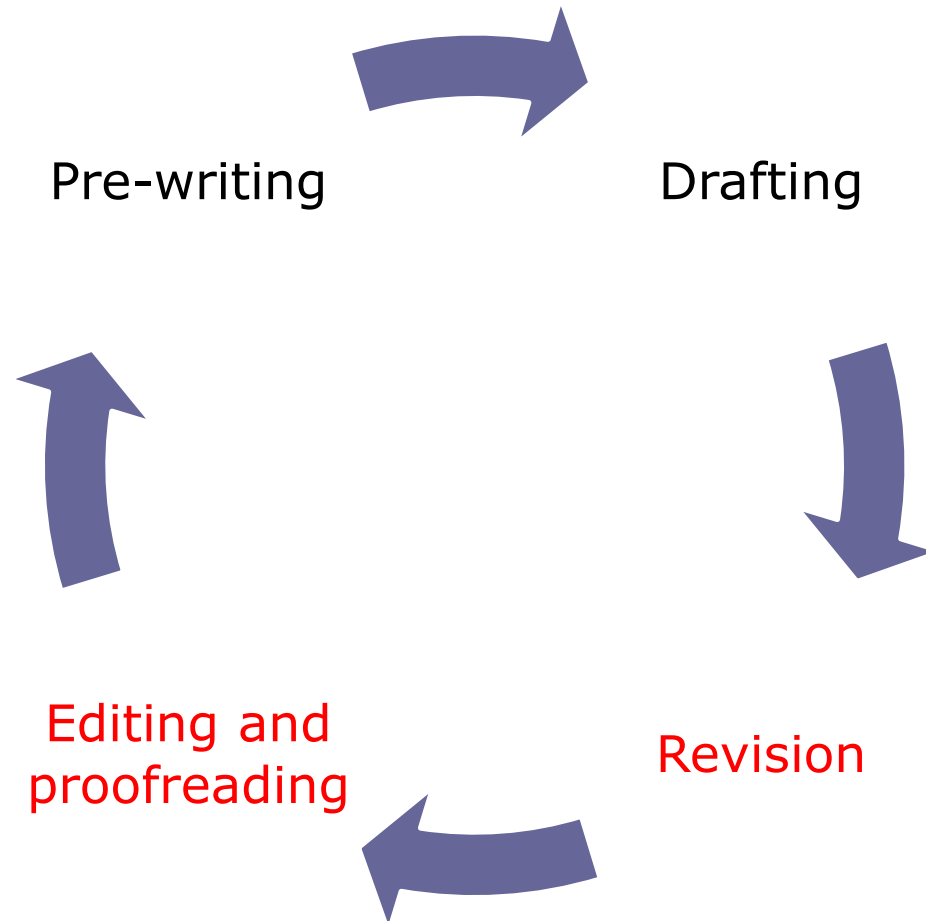


Discussion moves (Swales, 1990: 172/3)

1. Background information
2. Statement of results
3. (Un)expected results
4. Reference to previous research
5. Explanation
6. Exemplification
7. Deduction and hypothesis
8. Recommendation



The writing process





Importance of revision

“There is no such thing as good writing – just good rewriting”.

(Moore *et al.*, 2010: 101)



Example

The link between motivation and the benefits of activity can also be witnessed when discussing maintenance of activity levels, how to stay active in the long-term . X number of participants believed that by seeing the benefits of being active, be it from themselves or other PwMS, it would be easier to continue to be active in the long-term.



Example

- If the SCT and HAPA suggest that a knowledge of the benefits of being active can change behaviour and increase motivation, this may suggest why despite wanting to know information, PwMS are generally inactive (Turner et al 2009).
- In trying to discover how the web resource would encourage someone with MS to become more active, the desired participants would have been of mixed mobility and physical activity levels.



Writing clearly

- Logical method of development
- Effective transition signals
- Good signposting
- Consistent point of view
- Conciseness (careful word choice)
- Clarity of expression
- Paragraph structure
 - Unity
 - Coherence



Tips for editing

- Purdue OWL: Proofreading
 - <https://owl.english.purdue.edu/owl/resource/561/1/>
- Personalising proofreading
 - What mistakes do you typically make?
 - How can you fix these errors?
- Peer review



Observing models of good practice

In your own time..

- Identify an article that employs a similar methodology to the one you have chosen for your research project.
- Analysing the genre/text.
- Generate a list of the important criteria which will make your writing more effective.



Resources

- Cite it Right:
http://libguides.ul.ie/ld.php?content_id=8693093
- Regional Writing Centre, UL: <http://www.ul.ie/rwc/>
- Using English for Academic Purposes:
www.uefap.com/writing
- Academic Phrasebank, University of Manchester:
<http://www.phrasebank.manchester.ac.uk/>
- Purdue Online Writing Lab:
<http://owl.english.purdue.edu/owl/>
- The Writing Center at the University of North Carolina at Chapel Hill:
<http://writingcenter.unc.edu/>



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